

TEACHER COMMUNICATION IN FOSTERING EARLY CHILDHOOD SOCIAL ABILITY IN PAUD ABNA'UL UMMAT MOODU VILLAGE GORONTALO CITY INDONESIA

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TEACHER COMMUNICATION IN FOSTERING EARLY CHILDHOOD SOCIAL ABILITY IN PAUD ABNA'UL UMMAT MOODU VILLAGE GORONTALO CITY INDONESIA

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Article history:	Abstract:
Received: April 4 th 2021 Accepted: April 21 st 2021 Published: May 13 th 2021	This study aims to determine how Teacher Communication in Fostering Early Childhood Social Ability in PAUD Abna'ul Ummat Moodu Village, Kota Timur District, Gorontalo City, by applying 3 communication patterns in the learning process in fostering children's social abilities which are assessed through 4 aspects of development. . This research method, the author uses descriptive qualitative research, namely a method aimed at describing existing phenomena that exist both natural and human-made phenomena. To get the data in this research, the writer used observation, interview, and documentation methods. While the technique of checking the validity of the data in this study is to use data triangulation. The results showed that with the existence of Teacher Communication in Fostering Early Childhood Ability, the teacher used two-way and multi-directional communication patterns in the learning process for students which were considered more effective and made it easier for students to accept the learning process in class. The level of social skills in children / students can be seen in the aspect of sharing with others only. Meanwhile, other aspects are still considered lacking.

Keywords: Teacher Communication, Social Skills

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students are active in developing their potential to have spiritual, religious, self- control , personality, intelligence, noble character and skills needed for themselves, society, the nation and the state. . The first education a child will receive is early childhood education. Early childhood education (PAUD), is a level of education that is taken before the basic education level which focuses on laying the foundation towards physical growth and development, intelligence, creativity, emotional intelligence, spiritual intelligence, attitudes or behavior and religion intended for children to have readiness to enter further education, which is held in formal, non-formal, and informal channels.

Early age is the right age to be given various concepts of life as provisions in the next child's life. Where a child will be passionate about learning and learn a lot from the experiences they have experienced. Children like to do various activities that can lead to changes in their behavior. He likes to find out about various things, practice various abilities and skills and also apply or develop new concepts and skills.

Children are social creatures, meaning that throughout human life they cannot be separated from each other and need each other to live their lives. To achieve social skills, children must learn to adapt to other people. The above is in accordance with the opinion of Yusuf (2011) which describes social abilities can be obtained by children through various opportunities or experiences to hang out in the home environment or at school, whether parents, siblings, or other adults. Social development is a person's ability to behave and interact with others in accordance with social norms, values or expectations. At the age of 2-3 years children begin to learn to develop social skills in the form of learning to play social roles in activities with their peers, and develop social attitudes towards other individuals and social activities in society. The ability to socialize is one of the abilities that children need to master, because children will interact with other people (Agustin, M ., & Wahyudin, U, 2011).

Social ability helps a person to be able to adjust to the standards of society's expectations in the norms that apply around him. These social abilities include the ability to communicate, establish relationships with others, reward oneself and others, listen to opinions or complaints from others, give or receive feedback, and so on. (Azzet, 2010: 21).

In the development of a child's social abilities, there are several factors that can affect the development of children's social abilities, including the role of an educator in educating their students so that children's social abilities develop. Where in early childhood education it is very important for children to develop abilities in their golden age, this is the basic foundation for the development of children's social abilities. If children are taught social skills education from an early age, they will practice doing some activities related to themselves, other people, and their environment. In this case, apart from parents, educators are obliged to act as guides and motivators for children in carrying out various activities they do.

One of the goals of educators is to develop values in children's social abilities. Social ability has a function as a means of obtaining good relationships in interacting with other people. As in the case of saving the environment, helping others, working together, communicating and participating. The development of social skills is something that must be achieved by an early childhood educator. Social skills are fun for children, because through social skills children can be able to interact and capture various information in their surroundings. Children can express their feelings and desires through social skills. Social skills are very important to be improved from an early age, starting when the child is still in the family environment and continued when the child enters preschool education. The development of social skills is intended so that children are able to express their thoughts correctly.

According to the data obtained by researchers on one of the PAUD in Moodu Village, namely PAUD Abnau Ummat which is located on Jalan Taman Sari, Moodu Village. In the PAUD, there are two classes, namely class A and B with 23 students each in class A with 11 male students and 12 female students. And in class B there are 18 people with 9 male students and 9 female students, which if you count the total number of students in PAUD is 41. Based on the data obtained by researchers at PAUD Abnau Ummat, the researchers found that The data shows that students in PAUD have different levels of development as we all know that every child has different stages of social ability, especially when entering early childhood education. From the preliminary observation data and the results of an interview with one of the teachers who is a class A teacher, he said that from the total number of students in the PAUD, it can be estimated that there are only about a few children who can be said to have developed or increased social abilities. Especially for students who have just sat in class A, it can be said that most of the children lack their social skills. This is known from some children who still do not care about their social environment or are not able to live in good social terms with others, and have not been able to adapt themselves to the surrounding environment so that gradual guidance and direction from teachers at school is needed in dealing with this.

Based on the results of observations made by researchers, the cause of this matter is due to the lack of understanding of the students themselves towards social life which makes them unable to do various things that are directly related to themselves and their social environment. This requires action from parents and the main thing is the communication of teachers in fostering children's social skills in the school environment. Teachers feel the need to further develop the teaching process on the importance of social abilities in children and must be more strategic in exploring the level of social abilities of their students. Because if children's social skills are developed from an early age, children will begin to practice doing some activities related to themselves and their surroundings through small things. Such as working together in doing group assignments with friends or inviting acquaintances with new friends without feeling shy or lacking in self-confidence.

After reviewing the various problems that exist, in this case the effort the researcher will make is to solve the main problem, which can be done through efforts that are considered effective to foster children's social abilities through teacher communication. The role of teachers in schools is very important in fostering and directing children to better things. So that the communication process between teachers and students becomes the basis of learning for children to be able to develop themselves such as having a high level of self-confidence and being able to implement or develop new activities.

Based on the background of the problem above and the results of preliminary observations at PAUD Abnau Ummat, the researchers felt interested and needed to do research on this matter. Then the reason for the researcher to do this research is to be able to get an overview of the stages of the process of developing social skills in children. Therefore, the researcher determines what will be the target in this study is to find out how teachers communicate with children's social abilities. So in this case the researcher established a study with the title "Teacher Communication in Fostering Early Childhood Social Ability in PAUD Abnau Ummat Moodu Village, Kota Timur District, Gorontalo City"

METHOD

This research is a descriptive research which is shown to describe or describe existing phenomena, both natural and human-made phenomena. This type of research is descriptive qualitative research, which is where the data collected is in the form of images, explanations of words are carried out in depth. to study the background, circumstances and interactions that occurred. Qualitative research was chosen because this approach is suitable when it is used to describe clearly and in detail about Teacher Communication in Fostering Early Childhood Social Ability in PAUD Abnau Ummat Moodu Village, Kota Timur District, Gorontalo City.

Data collection techniques used in this study are observation techniques, interview techniques and documentation techniques. Observation techniques were carried out at the beginning of the study to obtain information on problems that exist in PAUD Abna'ul Ummat related to Teacher Communication in Fostering Early Childhood Social Ability. The interview technique aims to collect as much data as possible on the problem under study through verbal question and answer to the data source. While the documentation technique is to obtain monograph data regarding the description of Teacher Communication in Fostering Early Childhood Social Ability in PAUD Abna'ul Ummat Moodu Village, Kota Timur District, Gorontalo City.

The data collected either from interviews or observations and further documentation by following several stages, namely: data collection, data reduction, data presentation, and drawing conclusions. Collecting data from the methods used are observation, interviews and documentation. Reducing data means summarizing, selecting main things, focusing on important things, looking for themes and patterns and removing unnecessary ones (Sugiyono, 2013: 338). In presenting the data, the researcher takes these steps to make it easier to understand in the form of a brief description based on what has been understood. As well as drawing conclusions in this stage the researcher will draw conclusions related to teacher communication in fostering children's social abilities based on evidence, data and also valid findings based on field studies that have been carried out.

RESULTS AND DISCUSSION

This research was conducted at PAUD Abna'ul Ummat in Moodu Village, Kota Timur District, Gorontalo City, which focuses on how teachers communicate in fostering early childhood social skills. This research is a qualitative research using interview and documentation methods.

A. Teacher Communication

To achieve teaching and learning interactions, of course there is clear communication between teachers and students so that the two activities are integrated, namely teaching activities with learning activities that are effective in achieving teaching. In teacher communication, teachers need to develop effective communication patterns in the teaching and learning process of students at Puad Abnaul Ummat.

1. Communication as action / one way

In the research results that children have been taught the attitude of sharing even before entering the level of education so that when they enter the school environment the children are able to show an attitude of sharing with others even though there are still some who have not due to various reasons, one of which is the early age of the child. Only a small portion of them can understand little by little what the attitude of sharing with others is like. The importance of sharing can be immediately taught to children so that children will quickly understand that they are social beings who live together with many people.

2. Communication as a transaction / two-way

In the results of research in the learning process there is always feedback from students to the learning given by the teacher, because of that, with the very high level of children's curiosity it makes students active in asking questions in the learning process. Even though there are still differences between classes A and B related to giving feedback from children, the teachers are still trying to be able to provide good teaching so that they can get a balance between the teacher and students regarding the ongoing learning process.

3. Communication as a transaction / many directions

In the results of the study, the interaction between the teacher and one student and other students as much as possible is not only intertwined outside of learning but will also be able to be intertwined in classroom learning activities, by doing group work can improve students' ability to communicate with friends and teachers. So in this case parents can see that teachers at Paud Abnaul Ummat can build good or pleasant relationships in the classroom and even outside the classroom.

B. Social Skills

Social skills help a child to be able to adjust well and work together in their social environment which can increase children's awareness of the scope of society. The ability to socialize is one of the abilities that must be mastered by children as behavior that is in accordance with the norms, values, and expectations that have been set on Paud.

1. Share with others

In the research results that children have been taught the attitude of sharing even before entering the level of education so that when they enter the school environment the children are able to show an attitude of sharing with others even though there are still some who have not due to various reasons, one of which is the early age of the child. Only a small portion of them can understand little by little what the attitude of sharing with others is like. The importance of sharing can be immediately taught to children so that children will quickly understand that they are social beings who live together with many people.

2. Cooperate with friends

From the results of this study it is known that only some children or students are willing to cooperate with their friends. It all depends on each child's character, if there are children who don't like being bullied or don't like their work being helped by friends or there are children who lack confidence, then that is where the role of the teacher as well as the parents will be very important. By continuing to give understanding to children slowly, children will gradually understand.

3. Show a Tolerant Attitude

a) Respect / Respect

In the results of this study, it is seen from the Abnau Ummat PAUD students that none of them are different from ethnicity, race or religion because the whole religion is Muslim, but as a teacher teaches to tell through image media in the learning process that there are 6 religions in Indonesia, places of worship. However, there are obstacles in the preparation of instructional media due to the absence of projectors at PAUD Abnau Ummat so that they are limited in the delivery of learning because there is no video media that can be watched so that students can know more clearly, and during the pandemic, practice outside of school cannot be carried out. However, the role of parents is very big because they teach in more detail about the differences and do not limit the interaction of the child / student. Where does not teach children to differentiate with whom he is friends.

b) Respect / Respect the Opinions of Others

In the results of this study, the character of children / students who do not appreciate usually children who can be called naughty, especially in class A whose students are on average 5 years old, in this case as a teacher informs, or reprimands, and advises without scolding the student. However, take a deeper emotional approach with these students. Not only from character, but the teacher and student factors are not too close because they are still in the introductory stage as well as the scope of friendship. But for parents as the first teacher for children, they always teach respect starting from small things where they can be tough because if they feel that their opinion is correct, the student / child will not accept other people's opinions, then in this case explain differences of opinion This is not looking for who is right or wrong but for example in a discussion finding a point of similarity but with different explanations but still the same goal, for children who are still under 6 years old, the explanation must be easy to understand but does not limit the child / student in giving opinions but on how to reconcile differences with respect for each other.

4. Know Manners and Manners

From the results of this study it can be said that children are always taught good manners from both parents and teachers. But the children in class A are still lacking in good manners because as previously explained, the children in class A are still early, especially because there is always supervision from parents the children seem to feel less respect for the teachers because they admit to their existence. their parents at school who are deemed able to protect them. As for the explanation of the principal who said that another thing that caused the child to lack respect for the teacher was due to the family environment such as the innate nature of the student's parents and from the child's bad social environment that the parents did not pay attention to.

So in the results of this research where the teacher communication in the two-way and many-way method is more effective in the application of the learning process between teachers and students at PAUD ABNAUL UMMAT because this method is a method that creates a reciprocal process between teachers and students, where teachers and students are the same. -ama play an active role in learning activities. As the teacher is not monotonous by only explaining the material but also holding a question and answer process and creating group discussions between students where there is a dynamic interaction as a whole in the learning activity process, so that in the learning process there is communication that does not trigger boredom in students while participating in the learning process in PAUD Abnau Ummat. As for the results of research on social abilities in children, most of them are in the aspect of sharing with others because seeing from the age factor of the child / student they are easier to understand the meaning of sharing than other aspects of ability because they must first adapt to the educational environment where there are various kinds of characters and different backgrounds found in these children / students. Therefore, in the attitude of children / students in PAUD Abnau Ummat, they are still lacking in showing a cooperative attitude, showing a tolerant attitude towards others, and analyzing manners and manners.

Some explanations for teacher communication and children's social abilities, there is also a coaching process that is applied in terms of teacher communication in fostering children's social abilities, it was found that in the coaching process it can first be explained that in the implementation of learning there are three main activities, namely opening learning, delivering material, and close learning. And in this case, the teacher provides guidance, direction to children / students not only during learning activities but also when outside learning. This means that, in fostering children / students in PAUD Abnau Ummat, the teachers carry out a coaching process and also an assessment at any time or as a whole as is done in learning activities or outside learning activities which focus more on coaching the child / student. whether it has been realized well or not. In this scheme too, not only at school, parents also provide guidance to children at home so that social skills in children can be honed more often and make it easier for children to realize the achievement of predetermined ability indicators.

1 CONCLUSION

Based on the results of research and discussion, it can be concluded that the existence of teacher communication in fostering children's social abilities in Paud Abnau Ummat has so far been going well and should be. Where teacher communication in the two-way and many-way method is more effective in the application of the learning process between teachers and students at PAUD ABNAUL UMMAT because this method is a method in which it creates a reciprocal process between teachers and students, where teachers and students both play an active role in Learning Activities. As for social abilities in children, most of them are in the aspect of sharing with others because seeing from the age factor of the child / student they are easier to understand the meaning of sharing than other

aspects of ability because they have to adapt first to the educational environment where there are various kinds. different characters and backgrounds found in these children / students. Therefore, in the attitude of children / students in PAUD Abnaul Ummat, they are still lacking in showing a cooperative attitude, showing a tolerant attitude towards others, and analyzing manners and manners.

In teacher communication in fostering children's social skills, there is a coaching process where the teacher provides guidance and direction to the child / student not only during learning activities but also when outside learning. This means that, in fostering children / students in PAUD Abnaul Ummat, the teachers carry out a coaching process and also an assessment at any time or as a whole as is done in learning activities or outside learning activities which focus more on coaching the child / student. whether it has been realized well or not.

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